



## Learning Disability Evaluation Report

Maine Unified Special Education Regulations (MUSER) VII.2.L

Date of meeting:

School:

Date of birth:

Parent/guardian name:

Parent/guardian telephone:

Parent/guardian name:

Parent/guardian telephone:

SAU:

Grade:

Child's name:

Parent/guardian  
address:

Parent/guardian  
address:

### Specific Learning Disability definition (MUSER VII.2.L):

The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction dyslexia, and developmental aphasia. Specific learning disabilities does not include learning problems that are primarily the result of visual, hearing or motor disabilities, or Intellectual Disability, or emotional disturbance or environmental, cultural or economical disadvantage.

### Part A: Characteristics

- 1.) Is there a disorder in one or more of the basic psychological processes, as demonstrated by either (MUSER VII.2.L(2)(ii)):

a.) A score 1.5 standard deviations below the mean in at least one area of psychological processing; or

b.) A score 1 standard deviation below the mean in two or more areas.

Yes	No	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Verify scores (such as working memory, long-term memory, short-term memory, auditory processing, visual spatial reasoning, phonological processing, retrieval, processing speed):

- 2.) **For students in grades 4-12**, has the student obtained a composite standardized score no lower than 1.5 standard deviations below the mean on at least one index or scale of cognitive functioning (MUSER VII.2.L(2)(iii))?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Verify scores:

**For students in grades K-3:** If question 1 has been answered "yes," proceed. If question

Child's name:  
Date:

one has been answered "no," the student does not qualify for special education as a student with a learning disability. Proceed to "Part B: Conclusions."

**For students in grades 4-12:** If questions 1 and 2 have been answered, "yes," proceed. If either question one or two has been answered "no," the student does not qualify for special education as a student with a learning disability. Proceed to "Part B: Conclusions."

	Yes	No
3.) Is the student achieving adequately for the student's age or meeting State-approved grade level standards in all of the areas below, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade level standards (MUSER VII.2.L(2)(c)(I))?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> oral expression	<input type="checkbox"/> reading fluency skills	
<input type="checkbox"/> listening comprehension	<input type="checkbox"/> reading comprehension	
<input type="checkbox"/> written expression	<input type="checkbox"/> mathematic calculation	
<input type="checkbox"/> basic reading skill	<input type="checkbox"/> mathematics problem-solving	
Verify:		

If question 3 has been answered "no," proceed. If question three has been answered "yes," the student does not qualify for special education as a student with a learning disability. Proceed to "Part B: Conclusions."

	Yes	No	N/A
4a.) Has the student failed to make sufficient progress to meet age or State-approved grade level standards in one or more of the areas identified in question 3 when using a process based on the student's response to scientific, research-based intervention (RTI) (MUSER VII.2.L(2)(c)(II)); or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b.) Does the student exhibit a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development, that is determined by the IEP Team to be relevant to the identification of a specific learning disability, using appropriate assessments (MUSER VII.2.L(2)(c)(II))?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verification:			

If questions 4a or 4b have been answered "yes," proceed. Otherwise, the student does not qualify for special education as a student with a learning disability. Proceed to "Part B: Conclusions."

	Yes	No
5.) Is the underachievement due to the lack of appropriate instruction in reading or math (MUSER VII.2.L(2)(c)(ii))?	<input type="checkbox"/>	<input type="checkbox"/>

Child's name:  
Date:

**In making this determination, the Team must consider:**

- a.) Data that demonstrates that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel (MUSER VII.2.L(2)(c)(I)); **and**
- b.) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents (MUSER VII.2.L(2)(c)(II)).

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

If question 5 has been answered "no," proceed. If question 5 has been answered "yes," the student does not qualify for special education as a student with a learning disability. Proceed to "Part B: Conclusions."

- 6.) Relevant behavior notes during the observation(s) and its relationship to academic functioning (MUSER VII.2.L(2)(e)(III)):

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The child must be observed in the learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty (MUSER VII.2.L(2)(d)(i)).

- 7.) Educationally relevant medical findings (MUSER VII.2.L(2)(e)(IV)):

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If yes, specify:

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- 8.) Is the student's lack of achievement primarily the result of:

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

- a.) Visual, hearing or motor disability (MUSER VII.2.L(2)(e)(VI))

Verification:

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- b.) Intellectual disability (MUSER VII.2.L(2)(e)(VI))

<input type="checkbox"/>	<input type="checkbox"/>
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Verification:

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- c.) Emotional disturbance (MUSER VII.2.L(2)(e)(VI))

<input type="checkbox"/>	<input type="checkbox"/>
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Verification:

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- d.) Environmental, cultural or economic disadvantage and/or limited English proficiency (MUSER VII.2.L(2)(e)(VI))

<input type="checkbox"/>	<input type="checkbox"/>
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Verification:

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If questions 8a-8d have been answered "no," proceed. If any category in question 8 has

Child's name:  
Date:

*been answered "yes," the student does not qualify for special education as a student with a learning disability. Proceed to "Part B: Conclusions."*

- 9.) Are evaluations utilized valid and reliable assessments and performed by qualified individuals (MUSER V.2.C(1)(c) & (d))?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

### Part B: Conclusions

- 1.) Does a learning disability exist (MUSER VII.2.L(2)(e)(i))?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Summarize the basis for the decision:

*If the answer to question 1 is "yes," proceed to question 2. If the answer is "no," Team members should certify their agreement or disagreement with this determination by signing below.*

- 2.) If there is a learning disability, does the child require special education and related services because of that disability (MUSER V.2.F(2))?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Verification:

*If the answer to question 2 is "yes," the student qualifies as a child with a disability under MUSER. Team members should certify their agreement or disagreement by signing below.*

I certify that this report reflects my conclusions (MUSER VII.2.L(2)(e)(ii)):

Print	Signature	Title

Child's name:  
Date:

I certify that this report does **not** reflect my conclusion (MUSER VII.2.L(2)(e)(ii)):

Print	Signature	Title

***Dissenting members shall submit a separate statement (MUSER VII.2.L(2)(e)(ii)).***